

## Teacher Capacity Development Through Media Literacy In Special Needs School Pelita Hafiz, Bandung City

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### Keywords

Information  
Technology, Media  
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**Abstract.** Along with the times, getting the information needed is getting easier, this is in line with technological developments that lead to the digital era as it is today. Through the Community Service Program (PKM) it is hoped that it will be able to provide partners with an understanding of the scope of media literacy. The concept of literacy is currently growing and is divided into several forms of literacy, one of which is digital literacy. Strengthening digital literacy for teachers is intended so that teachers have the ability to utilize digital media to increase teacher professionalism, especially for teachers who deal with students with special needs. Improving digital literacy skills can be done in various ways, one of which is through training activities. One of the school institutions with special needs that carry out digital literacy activities is the Pelita Hafizh Foundation Special School. The method implemented is through information dissemination (providing materials, discussions, direct practice) and technical guidance (Bimteks).

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### 1. INTRODUCTION

The rapid development of information and communication technology today requires basic abilities that do not only rely on the concept of literacy in the classical sense. Humans living today are not sufficient only to have the ability to read and write traditionally, but must be equipped with other skills and abilities, especially communication skills and analytical skills that support them to be able to live in the 21st century.

Along with the times, getting the information needed is getting easier, this is in line with technological developments that lead to the digital era as it is today. The concept of literacy is currently growing and is divided into several forms of literacy, one of which is digital literacy. Gilster in A'yuni (2015: 7) explains digital literacy or also known as digital information literacy is a person's ability to understand and use information from various sources through computers connected to the internet.

Gilster explained that the concept of literacy is more emphasized on the process of critical thinking when dealing with digital media. In addition to critical thinking, the competencies needed are learning how to compile knowledge, as well as building information that can be retrieved from several different sources. Someone who is digitally literate needs to develop the ability to search and develop a strategy in using search engines to find existing information, as well as how to find information that matches the information they need.

The emergence of digital literacy at this time is due to the development of information and communication technology which is increasingly sophisticated, and provides learning methods whose information is not only in printed form but already in digital form. Various sources of information are available on the internet such as e-books, e-journals, websites, YouTube, podcasts, social media, e-libraries and many other sources of information that can be explored. Therefore one must have the ability to understand and use sources of information from a variety of different formats.

Currently there are many people who use digital literacy in obtaining information, especially students and teachers. Teachers are currently required to be able to create, collaborate, and share digital content responsibly. Therefore, school principals, educational resources, and teachers need to understand the importance of digital literacy in learning. In order to be able to take advantage of digital technology, teachers need digital literacy skills, namely knowledge skills in the skills to use digital devices such as smartphones, PCs, or laptops and can operate supporting applications, so that

they can assist teachers in designing quality learning. In order for teachers to have the ability to utilize digital media, it is necessary to strengthen digital literacy for teachers.

Strengthening digital literacy for teachers is intended so that teachers have the ability to utilize digital media to increase teacher professionalism, especially for teachers who deal with students with special needs. Improving digital literacy skills can be done in various ways, one of which is through training activities. One of the school institutions with special needs that carry out digital literacy activities is the Pelita Hafizh Foundation Special School.

Pelita Hafizh Special School in Bandung City is a school for students with special needs which is located at Jalan Kota Baru I No.4, Ciuteul, Kec. Regol, Bandung City, West Java. In addition to carrying out teaching and learning tasks, teachers at Pelita Hafizh SLB can also take advantage of the role of social media as a forum for information facilities and infrastructure to be presented to the wider community. This role requires that every lecturer be present in the community to provide training, counseling, workshops and group discussions related to the field of social media and new media through advances in communication and information technology.

The presence of increasingly rapid information and communication technology is needed for the development of science, innovations obtained often require further input from other parties. Therefore, through the media the dissemination of knowledge is used as a continuous process in knowledge. Through the Community Service Program (PKM), it is hoped that it can help teachers, especially the Pelita Hafizh Special School Agency, in participating in disseminating information through social media. As with the functions of social media including: a) Social media in the form of website and internet technology that is used for broad social interaction with humans; b) Social media has succeeded in transforming communication practices from one institution to interacting with many people (one to many); 3) Social media as a means of knowledge and information.

The use of social media as a tool in the world of education, especially special education, can overcome people's doubts about children with special needs who are considered unable to attend the same lessons as other children in general. This can be used as a solution to prevent these negative things from happening, one of which is by recruiting new students, namely as a promotional tool as well as accepting new students.

In this digital era, promotional activities can become a venue for branding or image formation in an agency. Promoting through social media is the right choice because it can be accessed easily by the wider community so that prospective students who are far from their location can still access school information. With the existence of social media, the reach is wider which is shown to prospective students with special needs and it is not a hassle for educational institutions that want to recruit new students who are far from the location of the educational institution. Social media makes it easy for educational institutions to provide information and introduce matters relating to educational institutions through Instagram, Facebook, WhatsApp groups, websites, blogs, and so on which assist the process of branding and promotion with the right target consumers.

Of course this is supported by content products that attract the public, such as video content for activities of special needs children studying or interacting with their peers or in other positive activities that foster a good image of the school. Other things can be added, such as in the form of educational content, how to provide education to the wider community in getting to know the various types of children with special needs and how to respond to them.

### **Theoretical Basis**

#### **Information and communication technology**

According to Fauziah and Hedwig (2010: 4) information and communication technology (ICT) is a technology used to handle information and assist communication (information processing) with the help of computers to convert, change, store, process, send and receive information. According to Munir (2010: 1) information and communication technology are various aspects that involve technology, engineering engineering, and management techniques used in controlling and processing information and its use in computerizing various aspects of life related to social, economic, educational, and cultural.

Meanwhile, according to Munir (2010: 1) another definition of information and communication technology is a technology that is used to process, process, obtain, compile, and manipulate data in various ways so that quality information is produced. Quality information is information that is relevant, accurate, and timely. This information is used for personal or group purposes such as business, government and organizations that are used for strategic steps in decision making.

Based on some of the descriptions above, it can be concluded that Information and Communication Technology (ICT) is a technology that is used in the process of obtaining, compiling, storing, manipulating, and processing data or information in order to produce data that is relevant, accurate, and timely for individuals and groups. .

### **Utilization of ICT in Education**

According to Mulyasa (2011: 3) explains that education is defined as a process of becoming, namely making a person fully human and becoming himself who grows in line with the talents, abilities and potential of students in a human way so that they have a superior personality. Meanwhile, according to Baharudin & Wahyuni (2010: 11) describes education as a complex vehicle for each individual to learn in achieving various kinds of competencies, skills, and attitudes. In order to realize these various competencies, skills and attitudes, education is inseparable from a tool which will be of great use for the development of students and the advancement of education in Indonesia. The tool is Information and Communication Technology (ICT).

The Ministry of National Education as the main person in charge of educational dynamics has made serious efforts to spur the use of information and communication technology in educational institutions so that they are able to keep up with competition in the increasingly fierce globalization era. Asmani (2011: 43) states that the Ministry of National Education has implemented several Information and Communication Technology development programs, particularly in the field of infrastructure as follows:

- 1) Internet Network (2000); Internet network (jarnet) as a program related to Information and Communication Technology partially, primarily as a means of inter-institutional communication and automation of data collection, for example: making mailing lists and promoting the creation of school websites.
- 2) School Information Network (2001-2002); With the need for infrastructure and communication facilities also increasing, the central Ministry of National Education has formed a program called the School Information Network (JIS). JIS functions to attract all schools in the region to share information, especially in the field of ICT.
- 3) City Wide Area Network (WAN) (2002-2003); to speed up the process of sending data and information from the regions to the center as well as for learning, a city WAN program was developed. This program is expected to ease and make it easier for these schools to participate in enjoying internet connection.
- 4) ICT Center (2004-2006); ICT development does not only consist of two aspects, namely hardware and network aspects, a program and institution was born with the name Information and Communication Technology (TIK) Center which functions as a center for education, training and development of Information and Communication Technology (TIK) or ICT in districts/cities, and as capacity building.
- 5) Inherent (2006-2007); The Directorate General of Higher Education develops infrastructure in the form of the Indonesia Higher Education Network or Inherent program.
- 6) National Education Network (2006-present); Indonesia is developing the National Education Network program or Jardiknas, which is a national-scale online network infrastructure development program (National Wide Area Network) built by the Ministry of National Education (Depdiknas) of the Government of the Republic of Indonesia to connect educational institutions and communities throughout Indonesia. Through online network infrastructure (Jardiknas) it is hoped that it can accelerate the development of information and communication technology integration in the education sector in Indonesia. Jardiknas aims to be an online information and communication medium between educational institutions and communities

throughout Indonesia in the context of improving quality, equal access, transparency, and national education accountability.

### **Special Education or Special Schools (SLB)**

Special Education or Special Schools (SLB) is education for students who have a level of difficulty in participating in the learning process due to physical, emotional, social mental disorders, but have the potential for intelligence and special talents. The Encyclopedia of Disabilities regarding special education is stated as follows: "Special education means specifically designed instruction to meet the unique needs of a child with disability". Special education means learning that is specifically designed to meet the unique needs of the physically challenged child. Special education is likened to a vehicle where students with special educational needs, even though they are in public schools, are guaranteed to get an education that is specifically designed to help them achieve their maximum potential.

### **Teacher**

Teachers according to Law no. 14 of 2005 "are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education." Teachers have a very significant role in the learning process. The role of the teacher in this learning process includes many things. According to Uzer Usma (2007:9) revealed that the teacher has a role as a Demonstrator, Class Manager, Mediator, Facilitator, Evaluator, and Motivator.

### **Media Literacy**

Media literacy/media literacy consists of two words, namely literacy and media. In simple terms literacy can be interpreted as the ability to read and write or in other words literate media literacy while the media can be interpreted as an intermediary in the form of objects, people, events, then media literacy can be interpreted as the ability to search, study, and utilize various media sources in various forms. The elements of media literacy according to Silverblatt (1995), include: (1) awareness of the influence of media on individuals and society; (2) understanding of mass communication processes; (3) developing strategies to analyze and discuss media messages; (4) the awareness that media content is a text that describes our culture and ourselves at this time; and (5) develop enjoyment, understanding, and appreciation of media content. These five Silverblatt elements are then complemented by Baran with an understanding of the ethics and moral obligations of media practitioners; as well as the development of appropriate and effective production capabilities.

## **2. RESULTS AND DISCUSSION**

After carrying out briefings and training as well as technical guidance to Partner members, the results obtained according to the team were an increase in understanding from partner members in utilizing media technology as a process of providing teacher literacy at SLB Pelita Hafizh Bandung City. Efforts made include applying an introduction related to the use of media in the digital technology era. The team seeks to provide critical awareness for partner members when dealing with the media. Critical awareness is the key word for the media literacy movement. There are several skills that teachers need to have in learning media literacy as follows:

1. The ability to analyze requires us to break down the messages we receive into meaningful elements.
2. Evaluation is making an assessment of the meaning of these elements.
3. Grouping is determining elements that have similarities and different elements to be grouped into different categories.
4. Induction is drawing conclusions on the above groupings and then generalizing the patterns of these elements into a larger message.
5. Deduction uses general principles to explain something specific.
6. Synthesis is gathering these elements into a new structure.
7. Abstracting is creating a short, clear, and accurate description to describe the essence of the message more briefly than the original message.

The impact after the briefing and training as well as technical guidance that the Team conducted for Partner members was an increase in media literacy of teachers in managing Instagram social media. This aims to increase personal branding on social media, starting from creating and maintaining a good image to promoting agency names. Through literacy training, Partner members will have complete additional knowledge regarding the use of social media, besides that Partner members will understand more about the tools and platforms for creating content on social media, how content from pre-production reaches production to the post-production stage after the implementation of the training as well as this technical guidance. If prior to the briefing and training as well as technical assistance the teachers were confused and worried, but after being given an understanding of the importance of using social media the teachers became more eager to socialize until some of them immediately applied it on location.

### 3. CONCLUSION

From the results of the discussion described in the previous chapter, it can be concluded as follows: Partner members have become much more understanding and aware of the importance of using social media in this all-digital era after the briefing, they are much more active and confident after being given an understanding of how important it is to utilize social media platforms, one of which is as a form of agency branding. After directing and technical guidance, partner members have openness, especially when expressing ideas and ideas that they want to convey, this is considered very important, especially in building the critical spirit and creativity of partner members. Interest in creating content on social media, one of which is Instagram, has increased significantly after this briefing, they have come to know how to operate the platform, starting from looking for content as a reference and looking for ideas to put in the form of photos/videos.

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